No competition between our commitment to Diversity and our commitment to Excellence.
Glossary
Glossary

A  ART  Academics, Researchers and Teaching Staff
C  Covid-19  Coronavirus Disease 2019
D  Dr  Doctor
EDI  Equality, Diversity & Inclusion
F  FBS  Faculty of Brain Sciences
H  HR  Human Resources
I  IoN  Institute of Neurology
L  LGBTQI+  Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and others
M  MSc  Master of Sciences
MRes  Master of Research
P  PG  Postgraduate
PGT  Postgraduate Taught
PGR  Postgraduate Research
PSS  Professional and Support Services
Q  QS IoN  Queen Square Institute of Neurology
Q&A  Questions and Answers
R  REF  Research Excellence Framework
U  UCL  University College London
UK  United Kingdom
Forward
The Queen Square Institute of Neurology is committed to harnessing the power of diversity and ensuring that every single colleague is valued and supported equally in order to achieve their maximum potential. I am delighted to see the excellent progress in all aspects of EDI at the Institute of Neurology and I want to sincerely thank the entire team for all their hard work.
We are really proud of the QS IoN achievements and stepping up efforts for equality over the last year. We would like to thank Dimitris, and the 80+ members of staff and students who volunteer to support the EDI work. We are looking forward to the next challenges to make the QS IoN an even more diverse and inclusive place.

We could never be too many to work towards equality so if you have ideas/suggestions and/or would be interested in joining the Committee, please feel free to contact us.

IoN EDI, ion.equality@ucl.ac.uk
Dimitrios Zachos, d.zachos@ucl.ac.uk
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Introduction
**Introduction**

The Institute of Neurology in numbers

- **1950** Year Established
- **1997** Year Merged with UCL
- **8** Research Departments
- **6** Clinical Divisions

**Studies**

- **9** MSc/PG Programmes
- **5** MRes Programmes

**Students**

- **325+** MSc/Diploma Students
- **250** PhD Students

**Staff**

- **762** Total Staff
- **90** Academic Staff
- **461** Research Staff
- **8** Teaching Staff
- **65** Technicians
- **129** Professional Services Staff
- **9** NHS Related Staff

**Our annual turnover/Income**

- £102 million

**Research projects**

- Current active research projects: 679
- £335 million

**Research Excellence Framework (REF) 2021**

UCL is the top-ranked university in the UK for research power in Psychology, Psychiatry and Neuroscience according to the UK’s REF 2021. The Institute of Neurology was a major contributor to this excellent achievement.
Introduction

UCL Queen Square Institute of Neurology aims to be recognised by all members of its community as an inclusive and supportive workplace that nurtures staff and students to reach their full potential.

► Our mission is to promote fairness, equality, diversity, and inclusion locally within the Institute of Neurology and across UCL more broadly.

► Our vision is a workplace that values all colleagues in word and action. At the QS IoN we believe that Academia can only reach its full potential when it is inclusive of all talents and voices.

► We are bound by our values of equality, diversity, inclusivity, fairness and transparency. We are committed to build a fairer and more inclusive organisation.

Our Equality, Diversity and Inclusion Committee

The QS IoN EDI Committee evolved from the previously existing QS IoN Athena Swan Committee in 2021. The EDI Committee serves as a self-assessment team, where equality data is carefully reviewed to promote data-driven policy change. It includes representatives from across the institute's academic, research, technician and professional services areas, as well as representatives from postgraduate taught and research students.

Working collaboratively across all its 100+ members, the QS IoN EDI Committee's mission is to promote our 2019 Athena Swan Silver Award 5-year Action Plan, as well as embed equality, diversity and inclusion throughout the Institute.

Our EDI Committee comprises of two organisational layers:

1. Executive layer: Responsible for providing strategic leadership of our EDI work and evaluating the impact of implementing the Athena Swan 5-year Action Plan.

2. Operational Layer: We have created 9 different work groups - that we refer to as Action Groups - each focused on a specific area of our EDI work: Career Development, Mentoring, Students & Education, Parents & Carers, Policy & Leadership, Culture & Wellbeing, EDI Campaigns & Engagement (formerly known as ‘Communication’), Equality Awareness and Data.

More available at [www.ucl.ac.uk/ion/edi](http://www.ucl.ac.uk/ion/edi)
Our EDI Community

We actively promote flow of communication between the central QS IoN EDI Committee and our Research Departments. We have EDI Representatives from each department sitting in our meetings. EDI is a standing item in QS IoN Executive and Head of Research Department Committees, and in departmental meetings.

Your EDI Representatives

Student EDI Representatives (MSc): Chanelle Anori, Shivali Verma, Skie Hewitt
Student EDI Representative (PhD): Dr Mena Farag
Early Career Researchers EDI Representative: Dr Tricia Seow
Technician EDI Representative: Ms Argyro Alatza
Dept. Brain Repair and Rehabilitation: Dr Harpreet Hyare
Dept. Clinical and Experimental Epilepsy: Ms Charlotte Burt
Dept. Clinical and Movement Neuroscience: Professor Rohan de Silva
Dept. Imaging Neuroscience: Joanne Thomas
Dept. Neurodegenerative Disease: Dr Lauren Byrne
Dept. Neuroinflammation: Professor Ahmed Toosy
Dept. Neuromuscular Disease: Dr Gita Ramdharry

Contribution to the Faculty of Brain Sciences

We would like to recognise our colleagues who contribute to Faculty of Brain sciences EDI Committees and Equity Groups as members or leads:
Amanda Almacellas Barbanoj, Annalucia Darbey, Bilal Malik (Race equity Lead), Danny Ball, Dimitrios Zachos, Edward Wild, Fabio Ribeiro Rodrigues, Fiona Ducotterd, Gabriele Lignani, Laura Allum, Llwyd Prosser, Michael Foster (LGBTQ+ Equity Lead), Olivia Wood, Tua Piehl

13+% of staff volunteer to work in EDI at the IoN

Our EDI Committee members

PhD Students: Becca Simkin (Neuromuscular Diseases), Benito Maffei (Clinical & Experimental Epilepsy), Katie Kelly (Neurodegenerative Diseases), Martha Roberts (Neuromuscular Diseases), Mena Farag (Neurodegenerative Diseases)

MSc Students: Chanelle Anori, Shivali Verma, Skie Hewitt

Department of Clinical & Experimental Epilepsy: Amanda Almacellas Barbanoj, Charlotte Burt, Dimitrios Kotzadimitriou, Gabriele Lignani, James Jepson, James Street, Jenna Carpenter, Nathanael O’Neill, Olga Kopach, Olga Tiurikova, Sahil Patel


Department of Brain Repair and Rehabilitation: Harpreet Hyare, Valeria Iodice

Department of Neurodegenerative Diseases: Aida Suarez Gonzalez, Aikaterini Papadopoulou, Aitana Sogorb Esteve, Alexiane Touze, Argyro Alatza, Ariana Gott, Benjamin O’Callaghan, Chris Hardy, Conceicao Bettencourt, Edward Smith, Edward Wild, Sonya Kinsella, Helene Plun-Favreau, Jess Jiang, Jo Barnes, Joe Hamilton, Lauren Byrne, Meera Sonara, Rebecca Street, Sarah Aldous, Yazeed Buhidma, Caitlin Loh, Emilie Brotherhood

Department of Neuromuscular Diseases: Adelina Romano, Andrea Cortese, Bilal Malik, Charlotte Spicer, Debbie Hadley, Fiona Ducotterd, Gita Ramdharry, Heba Morsy, Jacky Bauer, Jober Vargas, Kully Sunner, Mike Hanna, Natalia Dominik, Pedro Machado, Sunaina Surana, Matthew Keuss

Department of Imaging Neuroscience: Joanne Thomas, Madeleine Scott, Michael Moutoussis, Phillip Muza, Sophie Roberts, Tricia Seow

Department of Neuroinflammation: Ahmed Toosy, Anna He, Arman Eshaghi, Floriana De Angelis, Jed Wingrove, Michael Foster

UK Dementia Research Institute: Dervis Salih, Mireia Mato Prado, Yashica Gupta, Rikesh Rajani

IoN Head Office (Teaching): Adam Liston, Sumanjit Gill

IoN Head Office: Anna Foakes, Dimitrios Zachos, Eleonora Lugaro, Helene Cruczen, Laura Allum, Lindsay Hemsley, Sandra Porteous
Staff and Student Data
About our data analysis

This report is intended for Queen Square Institute of Neurology's Institute Director, Senior Management Team and the Athena Swan/EDI committee for Equality strategic work. Dissemination, distribution or copy of part or the entirety of this report without the prior consent from the IoN Institute Director, the IoN EDI Deputy Director or the IoN Athena SWAN Leads is strictly prohibited.

**Staff data** are a mainly a snapshot of October 2023 (source: UCL Central EDI Team). Professorial yearly pay gap is a snapshot of May 2024 (source: UCL HR). Clinical/non-clinical data are a snapshot of May 2024 (source: UCL Tableau Server). Graphs used for sexual orientation and religion and belief do not contain percentages and are meant to give an indication.

**Student data** are a snapshot from June 2024 were obtained through the UCL Tableau Server.

The following data have not yet been made available for the 2023-24 academic year, so they have not been included in this year’s report: disability, sexual orientation, religion/belief, student awards (for 2022-23 graduates).

*Data sets with fewer than 5 entries for any of the categories analysed were not included in this report to prevent risk of identification.*

*There have been instances where we have aggregated data for ethnic minority groups to prevent risk of identification of respondents. We acknowledge that aggregated ethnic groups may mask differences in outcomes between their constituent detailed groups.*

*All data have been rounded, so in some cases they might not add up to 100%*
Our staff profile

**Sex**

- **All Staff**
  - Male: 56%
  - Female: 44%
  - ↓ 1% Female since 2022-23

- **Senior Managerial Staff***
  - Male: 31%
  - Female: 69%
  - ↓ 1% Female since 2022-23

- **Professorial Staff****
  - Male: 26%
  - Female: 74%
  - ↑ 1% Female since 2022-23

- **Executive Committee**
  - Male: 56%
  - Female: 44%
  - ↑ 10% women since 2017
  - ↑ 34% women since 2015

**Ethnicity**

- **All Staff**
  - 18% Ethnic Minority
  - 60% White
  - 22% Unknown/Withheld
  - **No change** in Ethnic Minority since 2022-23
  - ↓ 1% White since 2022-23

- **Senior Managerial Staff***
  - 12% Ethnic Minority
  - 68% White
  - 21% Unknown/Withheld
  - **No change** in Ethnic Minority since 2022-23
  - ↓ 10% White since 2022-23

- **Professorial Staff****
  - 9% Ethnic Minority
  - 72% White
  - 19% Unknown/Withheld
  - ↓ 2% Ethnic Minority since 2022-23
  - ↓ 3% White since 2022-23

**Religion and Belief**

- Unknown
- No religion
- Buddhist
- Sikh
- Muslim
- Hindu
- Christian
- Other

**Sexual Orientation**

- Heterosexual
- Bisexual
- Gay
- Non-Binary
- Other

**Age**

- 16-24: 5%
- 25-34: 37%
- 35-44: 30%
- 45-54: 14%
- 55-64: 10%
- 65 or over: 3%

**Disability**

- 21% Disabled
- 55% non-Disabled
- 23% Unknown
- ↓ 4% Disabled since 2022-23
- ↓ 9% non-Disabled since 2022-23

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* All staff (Academics, Researchers, Technicians, PSS) in UCL Grades 9 and 10 contracts

** Clinical and non-Clinical fully qualified Professors (Grade 10 Academic/Research/Teaching staff)
Our staff profile

Occupational Group

- Researchers: 60%
- Academics: 12%
- Teachers (Tea.): 1%
- Technicians: 9%
- Professional Services: 17%
- NHS: 1%

13% of IoN staff work part-time
29% of UCL staff work part-time

Part-time working patterns

Research Department

- Neurodegenerative Diseases: 24%
- Neuromuscular Diseases: 19%
- Clinical and Movement: 14%
- Clinical & Experimental Epilepsy: 11%
- Imaging Neuroscience: 11%
- UK Dementia Research Institute: 6%
- Neuroinflammation: 5%
- IoN Head Office: 5%
- Brain Repair & Rehabilitation: 4%

Contract type for Academic, Research and Teaching staff

Clinical

- 33% Female and 67% Male
- 31% Ethnic Min. and 56% White (11% Unknown/Withheld)
- 1% Female since 2022-23
- 14% Ethnic Minority since 2022-23
- 5% White since 2022-23

Non-clinical

- 57% Female and 43% Male
- No change since 2022-23
- 22% Ethnic Min. and 63% White (15% Unknown/Withheld)
- 6% Ethnic Minority since 2022-23
- 1% in White since 2021

*Clinical/non-clinical Data are from 30 May 2024

Nationality

UK (55%) Non-UK (40%) Unknown (5%)

↓ 3% non-UK since 2022-23
**Staff promotions**

**Junior Promotions** (up to grade 8)  
2022-23  
15  
80%  
20%  
↑ 24% Female since 2021-22  
% of ART women in Grades 6 and 7 in 2022: **64%**

**Senior Promotions**  
(to grades 9 and 10)  
2022-23  
5  
20%  
80%  
↓ 3% Female since 2021-22  
% of ART women in Grades 8 and 9 in 2022: **40%**

**Professorial Promotions**  
2016 – 2023*  
44  
23%  
77%  
11% Ethnic Minority  
55% White  
34% Unknown  
↑ 2% Female  
No change in Ethnic Minority

**Professional Services Staff Reregarding**  
2015-23*  
27  
78%  
22%  
↑ 1% Female  
% of PSS women from 2015 to 2023: **74%**

*The number of professorial promotions and professional services staff reregarding disaggregated by gender or ethnicity are low. To avoid identification issues, we are presenting data over a broader period instead of just the 2022-23 data.*
Professorial Yearly Pay Gap

**By gender:**
Female and Male Professors

Mean Pay Gap: -0.49%
Female mean pay is 0.49% higher than their male colleagues.

Median Pay Gap: 5.51%
Female median pay is 5.51% lower than their male colleagues.

**By ethnicity***:
Ethnic Minority and White Professors
*Unknown excluded from analysis

Mean Pay Gap: 1.66%
Ethnic minority mean pay is 1.66% lower than their white colleagues.

Median Pay Gap: 2.75%
Ethnic minority median pay is 2.75% lower than their white colleagues.

The mean and median pay gaps have been calculated according to the Government Equalities Office statutory guidance.

**Mean (average) pay gap**: This is calculated by subtracting the mean pay (sum of salaries divided by number of people) of women/ethnic minority staff from the mean pay of men/white staff and dividing the result by the mean pay of men/white and multiplying by 100.

**Median pay gap**: The median is the middle point of a range of numbers arranged in order. If there is an even number in the range, the median is the mean (average) of the 2 middle numbers. The median pay is calculated by subtracting the median pay (sum of salaries divided by number of people) of women/ethnic minority staff from the median pay of men/white staff and dividing the result by the median pay of men/white and multiplying by 100.

**Interpretation of data**
- A positive percentage shows that women/ethnic minority have lower pay than men in your organisation.
- A negative percentage shows that men/white have lower pay than women in your organisation.
Sex by Salary Grade for Researchers, Teachers and Academics

Research:
- Research Assistant: 80% (↓ 4% since 2022-23)
- Research Fellow: 54% (↓ 2% since 2022-23)
- Senior Research Assistant: 46% (↑ 5% since 2022-23)
- Principal Research Fellow: 54%
- Professorial Research Fellow: 74%

Teaching:
- Lecturer (Teaching): 20% (↓ 2% since 2022-23)
- Associate Professor (Teaching): 46% (↑ 3% since 2022-23)
- Professor (Teaching): 26% (No change since 2022-23)

Academic:
- Lecturer: 54% (↓ 2% since 2022-23)
- Associate Professor: 39% (↑ 3% since 2022-23)
- Professor: 26% (No change since 2022-23)
Ethnicity by Salary Grade for Researchers, Teachers and Academics

- **White**
  - Grade 6: 53%, ↓ 9% since 2022-23
  - Grade 7: 56%, ↓ 2% since 2022-23
  - Grade 8: 61%
  - Grade 9: 57%
  - Grade 10: 72%, ↓ 3% since 2022-23

- **Unknown**
  - Grade 6: 17%, ↑ 2% since 2022-23
  - Grade 7: 19%, No change since 2022-23
  - Grade 8: 22%
  - Grade 9: 25%
  - Grade 10: 19%

- **Ethnic Minority**
  - Grade 6: 30%
  - Grade 7: 25%
  - Grade 8: 22%
  - Grade 9: 18%
  - Grade 10: 9%, ↓ 1% since 2022-23

**Research**
- Research Assistant
- Research Fellow
- Senior Research Assistant
- Principal Research Fellow
- Professorial Research Fellow

**Teaching**
- Lecturer (Teaching)
- Associate Professor (Teaching)
- Professor (Teaching)

**Academic**
- Lecturer
- Associate Professor
- Professor
Sex and Ethnicity by Salary Grade for Professional Services Staff and Technicians

**Professional Services**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sex</th>
<th>White</th>
<th>Ethnic Minority</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>Male</td>
<td>54%</td>
<td>27%</td>
<td>19%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Male</td>
<td>61%</td>
<td>28%</td>
<td>11%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Male</td>
<td>66%</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>Grade 9</td>
<td>Male</td>
<td>80%</td>
<td>20%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Sex and Ethnicity by Salary Grade for Professional Services Staff and Technicians

**Technicians**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sex</th>
<th>White</th>
<th>Ethnic Minority</th>
<th>Unknown</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 6</td>
<td>Male</td>
<td>66%</td>
<td>34%</td>
<td>17%</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Male</td>
<td>71%</td>
<td>29%</td>
<td>17%</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Male</td>
<td>83%</td>
<td>25%</td>
<td>17%</td>
</tr>
</tbody>
</table>

↓ 19% since 2022-23  ↑ 12% since 2022-23
Our student profile

**Gender**

- **PGT Students**
  - 71% female
  - 29% male
  - ↓ 2% male since 2022-23

- **PGR Students**
  - 63% female
  - 37% male
  - ↑ 3% male since 2022-23

**Ethnicity**

- **PGT Students**
  - 31% BAME UK
  - 43% BAME non-UK
  - 21% White UK
  - 2% White non-UK
  - 3% Unknown
  - ↓ 3% since 2022-23
  - ↑ 1% since 2022-23
  - ↑ 3% since 2022-23
  - ↑ 1% since 2022-23
  - No change

- **PGR Students**
  - 32% BAME UK
  - 22% BAME non-UK
  - 39% White UK
  - 3% White non-UK
  - 6% Unknown
  - ↑ 6% since 2022-23
  - ↓ 10% since 2022-23
  - ↑ 8% since 2022-23
  - ↑ 1% since 2022-23
  - No change

**Nationality**

- **PGT Students**
  - 46% Overseas
  - 54% UK
  - No change in Overseas since 2022-23

- **PGR Students**
  - 26% Overseas
  - 74% UK
  - ↓ 13% Overseas since 2022-23

**Part-time study patterns**

- **PGT Students**
  - 7% study part-time
  - 23% modular/flexible study
  - 70% study full-time
  - ↑ 1% since 2022-23
  - ↓ 1% since 2022-23
  - No change

- **PGR Students**
  - 51% study part-time
  - 49% study full-time
  - ↓ 3% since 2022-23
  - ↑ 3% since 2022-23
Graduate Outcomes (2022 graduates)

43% Survey response rate (completed & partially completed)
*Data may be skewed due to low response rates

Average salary: £31,474
*Salaries vary per course graduates
↑ £6,130 since 2021

Graduate destinations
- Highly-skilled work: 58.3%
- Postgraduate study: 29.2%
- Other work: 4.2%
- Unemployed: 5.0%
- Other: 4.2%

Popular employment sectors
- Health and Social Care: 51.6%
- Academic Research and HE: 29.0%
- Manufacturing: 6.5%
- Scientific Research, development & analysis: 6.5%
- Charities, NGOs & international development: 3.2%
- Hospitality, Leisure & Tourism: 3.2%
- Law: 3.2%

44% Survey response rate
*Data may be skewed due to low response rates

Average salary: £53,222
↓ £9,371 since 2021

Graduate destinations
- Highly-skilled work: 87.5%
- Other study: 8.3%
- Other: 4.2%

Popular employment sectors
- Health and Social Care: 50.0%
- Academic Research and HE: 31.8%
- Charities, NGOs & International development: 4.5%
- Consultancy: 4.5%
- IT, Technology & Telecomms: 4.5%
- PR, Advertising, Marketing: 4.5%
- Scientific Research, development & analysis: 4.5%
Our Progress: 2023 and 2024 in review

Further developing a strong leadership and governance of EDI

- **We expanded the focus and capacity of our EDI Committee.** To further develop robust leadership and governance in Equity, Diversity, and Inclusion (EDI), we have significantly expanded our EDI Committee's focus and capacity. This expansion includes the creation of specialised subgroups within our Action Groups, each led by newly recruited Leads, co-Leads, and members dedicated to advancing specific areas. These subgroups address critical topics such as disability, religion and belief, nationality and race, LGBTQI+, equity in research, bullying and harassment, carers, mental health, workload, recruitment, promotions, and staff profile. To facilitate seamless collaboration among co-Leads, groups, and subgroups, we have developed a comprehensive guidance document. This document offers clear information on administrative responsibilities, communication protocols, collaboration strategies, and standardised documentation, ensuring cohesive and effective efforts across all EDI initiatives.

Further developing our understanding of EDI

- **Data monitoring:** we have collected and analysed equality, diversity and inclusion staff and student data available to us most of which cover the period 2016-2023 to monitor longitudinal changes that will help gain a better understanding of equality, diversity and inclusion challenges for the Institute of Neurology.

- **Athena Swan:** To participate in the Athena Swan (AS) Gender Equality Charter, the Institute has established a strong and effective self-assessment team (SAT). Having an effective SAT and undertaking a thorough self-assessment is key to the success of an application and fundamentally, to the effectiveness of the process. Our Athena Swan Gold application will determine our equality diversity and inclusion plan and actions for the next 5 years (2025-2030). We would like to thank and recognise the efforts of our SAT which is consisted by Dr Conceicao Bettencourt, Debbie Hadley, Dimitrios Zachos, Dr Ed Smith, Prof Gabriele Lignani, Dr Harpreet Hyare, Dr Helene Crutzen, Prof Helene Plun Favreau, Dr Hemanth Nelvagal, Dr Jobert Vargas, Kully Sunner, Laura Allum, Prof Mike Hanna, Dr Mireia Mato Prado, Saadia Rahman, Dr Sahil Patel, Prof Tim Young, Dr Tricia Seow.
Integrating EDI in new building developments

➤ Gray’s Inn building: We have liaised with the UCL Estates and UCL CAMS stakeholders involved in the new building development which will house a lot of our institute departments to ensure at the equality, diversity and inclusion has been integral part of the planning for the new building. This includes provision for maternity rooms, quiet/multi-faith room, general signage and gender-neutral toilets signage, physical accessibility, social spaces, and artwork installations that celebrate are female members of staff and female neurologists. We also participate in the newly formed working environment group, whose aim is to ensure a smooth transition into the new building, to ensure that equality diversity and inclusion are considered.

Addressing Period Poverty and Promoting Sustainability

➤ Project Period at the IoN: Project Period at the IoN aims to offer free sustainable period products across the Institute of Neurology. The project seeks to raise awareness about menstrual product options and address period poverty. It includes providing sustainable and plastic-free pads and tampons. The initiative will start with a pilot at the Queen Square House 2nd floor toilets.

Support for Carers and Parents

➤ IoN Carers Leave Advocates: We have created the new role of Carers Leave Advocate. Carers Leave Advocates support staff and students with queries regarding UCL policies on carer leave. Advocates bring personal experience and are available to discuss additional leave options for those caring for family members. More information is available on our Support for Parents and Carers website.

➤ Carers Survey: we wish to offer more support for the members of our community who have caring responsibilities. On that end we have worked on a brief survey that we aim to circulate among our staff, to get an idea of how many carers we have at the Institute of Neurology and what tailored support they require to make their working life easier.

➤ Pregnancy & Parental Leave Handbook: we are working on updating our pregnancy and parental leave handbook for the start of the new academic year. The updated handbook will include support resources for miscarriage and baby loss, a new return to work checklist that will cover the first six months after someone has come back to work, and case studies on shared parental leave which we have found to be the less standardised type of leave which makes it the most difficult to understand and navigate.
Increase Mental Health and Wellbeing Support

In recent years, mental health has become a concerning issue within the Higher Education sector. This has been significantly aggravated by the Covid-19 crisis and the pandemic of stress and isolation that derived from it. Mental health is a subject often neglected in Academia, with extraordinarily detrimental outcomes for scientists and scientific output. Our 2022 Staff and Student Surveys highlighted the growing need to offer mental health support locally at the Institute of Neurology. As a response we worked on the following:

► **Mental Health First Aider Reflective Discussions**: we have initiated termly confidential meetings for our mental health first aiders to meet and support each other in their endeavours to support our community. These meetings are a platform for discussion on different issues that could affect our community and a safe place for mental health first aiders to seek advice.

► **Mental Health Awareness Week**: We celebrated the Mental Health Awareness Week (w/c 13 May 2024) with a series of 7 events which included talks, Q&As, workshops and wellbeing activities. Events involved guided mindfulness sessions, chair massages, a seminar on apathy in psychiatry and neurology, and a walking tour. The week aims to raise awareness about mental health through interactive and informative sessions, providing resources and support for staff and students.

► **Workload Surveys**: High workload at work can have a significant impact on employees, leading to increased stress levels, burnout, and decreased productivity. The 2022 UCL Survey made evident that workload induced stress is affecting staff wellbeing. To address this, we have created a Workload Model group, which is part of our Culture and Wellbeing EDI Action Group, and works on producing workload surveys for all our staff categories: 1) Academic/Research/Teaching, 2) Technicians, 3) Professional Services. This is an innovative and originally piece of work as there are no known workload models for technical and professional services staff. Once the surveys are conducted, we will produce workload models that increase transparency, assess the workload of staff, suggest task distribution, and promote a healthy work-life balance.

**Mental Health First Aiders**: Every Institute of Neurology Research Department has a Mental Health First Aider. Mental Health First Aiders are trained to spot the early signs of mental ill-health in others. They are trained to confidently signpost someone to appropriate support, both internal and external, and they are equipped to deal with emergencies too. You may find the list of our Mental Health First Aiders by Research Department here.
Celebrate our diverse role models

► **Celebrate the People of IoN**: We have run a nominations call for two consecutive years asking staff and students to nominate colleagues, students, and alumni that lead by example of kindness and work ethic and help make IoN such an inspiring and welcoming place to work. All nominations have been offered the opportunity to provide us with an interview and you may access those in our Role Models at IoN website. This is a space to celebrate the inspirational people we have amongst our staff and students. We value talents of people across a broad range of fields and expertise, services and departments. All of their efforts contribute to a dynamic and diverse mix of skills, achievements and qualities showcased in IoN every day. Their achievements relate to their career, their work supporting staff and/or students, or advancing equality, diversity and inclusion; every way they make the IoN a great place to work.

► **Equality, Diversity and Inclusion Awards**: We organised and announced our first Equality, Diversity, and Inclusion Awards to celebrate staff and students who exemplify EDI principles. The awards include categories such as EDI Role Model, EDI Advocate, Wellbeing Advocate, Inclusive Teaching Excellence, Workplace Culture Transformation, EDI Beaconing, and Diversity in Research. We received multiple nominations for 26 members of our community. You may find more information about the awards in our IoN EDI Awards website.

► **Equality, Diversity and Inclusion Away Day and Celebration**: We organised a half day event in July 2024 to bring the members of our community together and celebrate our work and achievements, and our colleagues and students who champion and embody equity, equality, diversity, and inclusion. Awards will be handed to winners and shortlisted candidates for EDI Role Model, EDI Advocate, Wellbeing Advocate, Inclusive Teaching Excellence, Workplace Culture Transformation, EDI Beaconing, and Diversity in Research (find out more about the awards).
Tackling bullying and harassment

► **Code of Conduct**: As we work towards achieving the Queen Square Institute of Neurology’s goals, our Code of Conduct serves a crucial purpose. It reflects our commitment to shaping a welcoming, inclusive, and respectful work and study environment that nurtures staff and students to reach their full potential. The guidance outlined in the Code of Conduct is integral to maintaining the integrity of our mission, aims and vision. By adhering to the standards set in this document, we ensure that our pursuit of translational neuroscience breakthroughs, educational excellence and multifaceted local, national and international stakeholder engagement is conducted with the highest ethical standards while also fostering a positive and collaborative atmosphere among our diverse community. This document provides essential guidance on expected and unacceptable behaviours and offers support materials and mechanisms for those who may encounter challenges in our pursuit of scientific and educational excellence. To raise awareness about the code of conduct we have generated **posters** that have been placed in public spaces and toilets, we have also presented in departmental meetings and events, and we ran an e-mail campaign for all staff and students.

► **What to Do About Bullying and Harassment?**: We organised a session to raise awareness on bullying and harassment and support our staff and students. The session consisted of a 30-minute presentation, followed by a 30-minute discussion over tea and coffee. During the event we 1) presented data from the latest staff survey questions on bullying, harassment and sexual misconduct, 2) covered the definitions of bullying and harassment, 3) talked about how to report such incidents, and 4) highlighted the support available through UCL and IoN (including our new Code of Conduct).
**Culture of Care Campaign:** we forged a partnership with the Koç University (Türkiye, Istanbul) Gender Equality Office, to develop an innovative campaign that addresses unacceptable behaviour in academia. This initiative is targeted to staff and PhD students and is dedicated to 1) raising awareness of unacceptable behaviours that someone may come across in higher education settings, and 2) promoting the wellbeing of all individuals involved in scientific endeavours. The campaign will target 4 main areas:

1. Triggers of unacceptable behaviour in Higher Education
2. Examples of unacceptable behaviour in Higher Education
3. Impact of unacceptable behaviour in Higher Education
4. Support available

The collaboration was a continuation of the participation of our EDI Project Manager to the KU staff mobility week focused on Mainstreaming Gender Equality in Higher Education. The collaboration aims to leverage the expertise and knowledge of the IoN regarding unacceptable behaviour in higher education (HE) and staff wellbeing, alongside KU's proficiency in conducting similar campaigns.

**Unacceptable behaviour in Higher Education Stakeholder Engagement Workshop:** We ran at workshop to test some of our ideas of what unacceptable behaviour in higher education might look like, get further and more tailored insights and educate participants on the topic. We made sure to invite members of our community from all staff groups, representing diverse backgrounds and seniority levels. During this workshop, we presented our ideas for campaign content, media, and channels, and gathered feedback and insights from participants that helped us focus our work tackling unacceptable behaviour in higher education. Workshop participant feedback was very positive and they found it to be a valuable educational experience.

**Unacceptable behaviour in Higher Education Survey:** We developed and conducted an original and educational anonymous survey to gather insights on unacceptable and inappropriate behaviours exhibited by and among staff and PhD students in higher education, their impact and triggers. About 31% of Institute of Neurology staff engaged with the survey, representing the views of all staff categories and PhD students. We are currently conducting intersectional analysis of the data to see how responses and experiences differ depending on protected characteristic and staff category. Survey outcomes will be used to develop a targeted awareness-raising campaign (part of our Culture of Care initiative).
Supporting personal and professional development of all members of staff

- **Academic Promotions and Academic Framework Workshops:** To support our colleagues going for academic promotions we ran two promotion workshops: 1) Senior Promotions Workshop (Term 1) and 2) Junior Promotions Workshops (Term 2). In addition, we ran an academic framework workshop for line managers and PIs to become more familiar with the framework and better support their staff. You may find available recordings and more resources relating to promotions in our [Promotion processes by Grades and Career Pathways website](#).

- **Technician and Research Assistant Leadership Development Programme:** We recognise the lack of opportunities for continuous personal and professional development at offer when you are a Research Assistant or a Technician. To address this we have partnered up with Make Time Count, to develop a bespoke Leadership Development Programme to support our Research Assistants and Technicians positioning themselves for success in their future careers. The Programme started as an Institute of Neurology initiative and the pilot was delivered in 2021/22. In 2022/23, we partnered with the Faculty of Brain Sciences and opened up the Programme to all Institutes and Divisions of the Faculty. This has been the third successful year of the programme.

- **Career Development Workshops for Professional Services and Technical Staff:** To support all of our staff groups, we have started working on preparing career development workshops specifically for Professional Services and Technical Staff. These workshops will cover key areas such as various career paths, the benefits of training, development, and secondments, criteria for re-grading, available resources and support. Additionally, the workshops will feature presentations and case studies from individuals, while also addressing UCL's systemic restrictions.

- **Gendered Barriers to Academic Promotions:** Academic, research and teaching female members of staff are underrepresented in senior grades (9 and 10). We have started a project that investigates promotion barriers and aims to create tailored senior promotions support for female staff.

- **Mentoring:** Mentoring is a crucial part of supporting career progression and we are dedicated to trying to find an appropriate mentor for any person who requests one at the Institute of Neurology. There are currently three mentoring programmes: 1) IoN non-Clinical Research and Academic staff (including PhD students), 2) IoN Clinical Research Fellows/Associates (including PhD students), 3) Faculty-wide Professional and Technical Services staff.
Continued support for students from underrepresented backgrounds

**In2research:** In2research provides paid placements in STEM research at top universities for people from disadvantaged backgrounds to gain insight into postgraduate research. Participants also receive mentorship from leading researchers in the science, technology, engineering and maths sector workshops, and away days. In2research was designed to tackle three fundamental barriers to progression: knowledge of the postgraduate application system, research experience and the academic culture of the institution they are going into. IoN contributes to the programme with funding and summer placements. In summer 2024 IoN will host 10 placements for undergraduate and graduate students from underrepresented and disadvantaged backgrounds.

**IoN Under-Represented Students Mentorship Scheme:** The Under-Represented Student Mentorship Scheme (URSM) initiative organises senior-to-junior student mentorship for Masters students from underrepresented groups, who are considering applying for PhD studies in Neuroscience at UCL. This programme has been promoted by the IoN Wellcome Centre for Human Imaging but aims to include the broader community of UCL neuroscience.

**Risien Russell scholarships:** We run a positive action scholarship to attract and support home students from BAME backgrounds to tackle the lack of diversity within Neurology and Neuroscience. This scholarship has been named after Dr James Samuel Risien Russell (1863 - 1939), who was appointed resident medical officer at the National Hospital (1888) and was one of Britain’s first black British consultants. In 2021/22 two students have been awarded with £2,500 partial fees only scholarships. In 2022/23 we increased the amount of scholarships to three and the amount to £4,000. In 2023/24 we maintained the number of scholarships and the scholarship amount.
Student experiences and support

**Student Survey 2023/24:** We revamped our student Equality, Diversity and Inclusion survey to ensure it reflects our current student priorities and provides us with valuable data. The survey aims to evaluate the experiences and wellbeing of our postgraduate taught and research students, and is set to run in July 2024.

**International Excellence Scholarships:** We offer four partial fees-only scholarships worth £6,000 each for overseas fee-paying students. We would like to welcome students from across the globe who have contributed so much to the success of our Institute and programmes of study. In 2022/23 we have students from 54 countries studying for a masters.

**UCLFAA MSc in Dementia Scholarship:** We offer one scholarship to US domiciled students applying to the Neuroscience or Mental Health pathways of the MSc Dementia: Causes, Treatments and Research at UCL. This scholarship has been funded by the UCL Friends & Alumni Association (UCLFAA) to enable US domiciled students to pursue a postgraduate degree at UCL. The award will support a US domiciled student commencing their studies in September 2024, and is worth a total of $20,000 to support tuition fees or maintenance costs for full-time study over a year.

**Stroke Academic Excellence Scholarship:** We offer two partial fees only scholarships worth £4,000 each for applicants to the UCL Clinical Neuroscience: Stroke Medicine MSc or Stroke Medicine MRes. These scholarships aim to support applicants who have a strong interest in contributing to stroke research. One scholarship is for UK fee payers only, and the other is open to UK and overseas fee payers.

**Advance EDI literacy**

**IoN EDI website:** We have revamped our Equality, Diversity and Inclusion website to ensure that information and resources are easier to find. This platform serves as a valuable resource, promoting transparency and fostering an inclusive environment within our organisation.
Strategic Priorities
Strategic priorities

We are listening

To help shape our EDI strategy and our future initiatives and events, the QS IoN EDI committee has implemented mechanisms to collect quantitative and qualitative data on staff and student experiences at the institute, namely running staff surveys, student surveys and focus groups. In 2023/24, the IoN EDI committee has:

- Developed an Unacceptable Behaviour in Higher Education Survey
- Prepared and delivered an Unacceptable Behaviour in Higher Education Feedback Workshop
- Developed three workload surveys (Academic/Research/Teaching, Professional services, Technicians)
- Developed the forth QS IoN PGT and PGR Student Surveys
- Interviewed senior female academics/researchers to investigate barriers to female career progression
- Developed a carers support survey
- Developed brief surveys for Professional services and Technicians to input on career development needs.

We are always keen to collect feedback from our community, to ensure colleagues and students feel supported, by understanding what their needs or concerns might be. The data and feedback gathered via surveys, focus groups and townhall consultation has been instrumental in the elaboration of our EDI strategic plan. Please feel always free to reach out to us at ion.equality@ucl.ac.uk if there is any issues you would like to discuss. Your voice matters!

Our goals for 2024/25

- **Increase transparency**: We pledge to publish an annual EDI report towards the end of each academic year, to share key equality metrics with our community. We will work towards decreasing pay gap and increasing workload transparency by 2027.

- **Commitment to gender and race equality**: We are working towards building a strong case to apply for an Athena Swan Gold award by 2025. We will keep pushing for increasing the proportion of women and ethnic minorities in Academic posts. We aim to implement bold recruitment strategies and offer tailored promotions support to increase representation of women and ethnic minorities who are shortlisted for senior positions at the Institute of Neurology.
Strategic priorities

▶ **Tackle bullying and harassment:** The academic research environment is highly pressurised. In this context problematic behaviours are often excused, suffering is seen as a badge of honour and bullying is endemic in many environments. At the Institute of Neurology we strongly oppose to the ‘thick skin’ rhetoric being used as an excuse to abuse. As such we will continue working on the Culture of Care initiative, spearheaded by the Institute of Neurology in collaboration with Koç University. This initiative is targeted to staff and PhD students and is dedicated to 1) raising awareness of unacceptable behaviours that someone may come across in higher education settings, and 2) promoting the wellbeing of all individuals involved in scientific endeavours. Through an innovative visual campaign, workshops, and resources, the Culture of Care initiative aims to cultivate a culture where mutual respect, empathy, and understanding thrive, ensuring that everyone feels valued and empowered to contribute their fullest potential.

▶ **Continued support for students - PGT and PGR community building:** Our student surveys reveal the need for: improving study/workplace culture; improving sense of belonging; signposting mental health and wellbeing support; increasing visibility of role models; creating an environment where students feel comfortable reporting incidents of bullying and harassment. Through meaningful consultation with our Students & Education EDI Action Group, we recognise the interconnected nature of these priorities, and have identified community building as a pivotal focus area.

▶ **Increase mental health and wellbeing support:** We will continue our efforts to normalise mental health conversations in higher education. We will keep monitoring our staff and student wellbeing through surveys, we will keep expanding and raising awareness about our network of Mental Health First Aiders, we will keep organising events related to mental health in academia and in the workplace, we will keep working on creating workload models that will assist in fairer and more transparent work allocation. Our efforts will be spearheaded by our Culture and Wellbeing Action Group (consisted of the Mental Health and Workload Model groups), our Wellbeing Champions and volunteers from all of the Institute.

▶ **Embed career support initiatives for all staff groups:** We will continue to work hard to provide career development support for all members of staff. To this end we will:
  • Continuously improve our Promotion workshops.
  • Create career development workshops for professional services and technical staff
  • Investigate the barriers for senior promotions for female staff with the aim of offering tailored support.
  • Keep on improving our Mentoring offerings to accommodate more mentees.
Useful links and resources

- **Support for staff and students**: For available support resources visit:
  - the IoN Equality, Diversity and Inclusion (EDI) website
  - the UCL Equality, Diversity and Inclusion website

- **UCL equality, diversity and inclusion training available for staff and students**: [www.bit.ly/UCLequalityTraining](http://www.bit.ly/UCLequalityTraining)


- **Staff and student mentoring opportunities**: visit our [mentoring website](http://mentoringwebsite) to find out more about:
  - mentoring opportunities at the Institute of Neurology and the Faculty of Brain Sciences
  - the contact details of the mentoring Leads

- **Bullying, harassment and sexual misconduct support**: If you have been subjected to behaviour or have witnessed behaviour that you consider to be bullying, harassment or sexual misconduct, you can find a list of support resources at the [Institute of Neurology Code of Conduct](http://InstituteofNeurologyCodeofConduct).

- **UCL Mental Health support services for staff**: [www.bit.ly/UCLstaffSupport](http://www.bit.ly/UCLstaffSupport)

- **UCL Mental Health support services for students**: [www.bit.ly/UCLstudentSupport](http://www.bit.ly/UCLstudentSupport)

- **Institute of Neurology EDI twitter account**: Follow us @UCLIoN_EDI

- **Reach out to the Institute of Neurology EDI Committee**: ion.equality@ucl.ac.uk